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ABSTRACT

This practicum was designed to assist 62 incoming, at-risk, ninth-grade students to acquire the knowledge, motivation, interest, and skills necessary to make a successful transition to high school. Primary objectives were to reduce the number of disciplinary infractions; decrease school absences; involve more of the students in school-related activities; and increase student awareness of study skills, career education services, and counseling assistance. During the practicum program, groups of eight students met with school personnel during their lunch period, to promote social interaction among the students as well as between students and the program's faculty members. Upper-class volunteers were then assigned as "buddies" to ninth-graders. The upper-class students were to serve as role models while assisting the at-risk students with transitional concerns. Group guidance sessions served as vehicles to define and explore school policies, programs, services, and regulations. Small group counseling sessions and individual counseling sessions were introduced to provide an informal setting to share feelings and explore ideas. Study and examination skills were taught, career exploration sessions were conducted, tutoring assistance was provided, and social activities were organized. The practicum involved teachers, students, counselors, and parents in easing transitional difficulties. Analysis of data revealed that the program was successful in meeting its objectives. Appendices provide a student survey form and records of disciplinary infractions, absences, and school activities involvement. (Contains 27 references.) (JDD)

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Developing and Implementing a Transition to High School Program for Incoming, At-Risk, Ninth-Grade Students to Increase School Success

by

Patrick R. Monahan

Cluster 44

A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Patrick Monahan under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved: Mary Ellen Sapp

6-8-92
Date of Final Approval of Report

Mary Ellen Sapp, Ph.D., Adviser

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ABSTRACT

Developing and Implementing a Transition to High School Program for Incoming, At-Risk, Ninth-Grade Students to Increase School Success. Monahan, Patrick R., 1992: Practicum Report, Nova University, Ed.D Program in Child and Youth Studies. School Orientation/Parental Involvement/High School Freshmen/Career Exploration/ Adolescent Development/School Counseling/Dropout Prevention/Academic Advising

This practicum was designed to assist incoming, at-risk, 9th-grade students to acquire the knowledge, motivation, interest, and skills necessary to make a successful transition to the writer's school. The major outcomes were to reduced the number of disciplinary infractions, to decrease school absences, to involve more students in school-related activities, and to increase student awareness of study skills, career education services, and counseling assistance.

The writer analyzed students' records; examined possible solution strategies; developed and implemented a 10-component program geared to meet the needs of the at-risk 9th-grade students. The solution strategy utilized teachers, students, counselors, and parents to ease some of the difficulties encountered by at-risk students during transition to high school.

Analysis of the data revealed that the transition program was successful in reducing disciplinary infractions and school absences. As a result of program participation, at-risk students became more involved in school-related activities. In addition, at-risk students were able to demonstrate an increased awareness of study skills, career education services, and counseling assistance as a result of participating in the transition program.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting in which the practicum took place was a large comprehensive public high school. The school served a student population of 2,000 in Grades 9-12. The community, while politically part of a large northeastern metropolitan city, was considered to be the most isolated, least industrially developed, and one of the most desirable residential areas of the city.

The community, established in 1627, was agriculturally based until the early 20th century. The local economy and character of the community were altered in the 1930s by the construction of three bridges connecting the area to a neighboring state. The community soon took on the characteristics of a residential suburb as residents commuted to work in either the nearby city or neighboring state. In 1964, the character of the community was dramatically changed by the construction of a fourth bridge directly connecting the community to the rest of the city. Within 10 years, the population of the community doubled and the area became urbanized.

The high school, site of the practicum, was one unit of a city-wide high school district. The 100 high schools within the district were centrally administered

by a representative of the city's school superintendent. The central administration of the high schools contrasted with the locally administered elementary and middle schools in the community. The writer's high school was originally constructed in 1936 in order to create work in the midst of the economic depression. In 1982, a $40 million replacement was completed within a mile of the original school to alleviate the school's overcrowded conditions. School zoning modifications and demographic factors reduced the original 1982 student population of 3,500 to 2000 by 1992. The zoning changes, implemented to achieve racial balance, created a more diverse student body than was actually reflected in the surrounding residential housing pattern.

The city's financial difficulties and newly offered retirement incentives led to a significant number of faculty layoffs and retirements. The results of the layoffs and retirements were reflected in the reduction of subject class sections and cuts in specific student support services. Senior class students were given reduced programs and offered only those classes considered necessary for graduation.

The high school was administered by a principal with one year of experience. Prior to appointment, the principal had been a vice-principal in another section of the city. Two experienced administrators served as administrative assistants to the school's principal.

Writer's Work Setting and Role

The writer, a member of the counseling staff, had worked in the high school for the past 25 years. The writer's experience within the school began with the teaching of history and economics. During the past 18 years the writer's counseling responsibilities had included individual and group counseling, dropout intervention and prevention, suicide intervention and prevention, drug abuse counseling, and college and career guidance.

The writer, a tenured, city licensed, nationally certified counselor, was responsible for counseling the 9th-grade students in the high school. The years of experience in the same high school had given the writer an understanding of the needs of the student population. After having worked for years with the school's at-risk students, the writer was particulary aware of the problems associated with transition to high school. While working with the at-risk students, the writer witnessed the daily consequences of unsuccessful transitions from middle school to high school. The experience of having worked with a large number of at-risk students, gave the writer the impetus to approach the high school's administration about the pressing need to develop and implement a comprehensive transition program for the incoming, at-risk, 9th-grade students.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem

There was a problem of incoming, at-risk, 9th-grade students experiencing difficulties in making a successful transition from middle school to the writer's high school. They often began establishing patterns of misbehavior, truancy, academic failure and other destructive behaviors. These difficulties were not unique to the at-risk students entering the writer's school. The issues associated with unsuccessful transition had been discussed and examined in educational circles for years. These same issues had been undergoing public scrutiny in the national media in the context of national educational goals set forth in President Bush's America 2000.

The transition to high school marks a critical time in the lives of all 9th-grade students. They generally find themselves in a new setting which is often overwhelming in its size, obligations, and regulations. This apprehensive situation, coupled with common adolescent physiological and psychological concerns, can cause great stress and anxiety for even the most secure and academically oriented individual. It was, therefore, essential that the receiving high school make provisions to insure the successful transition of all entering students. It was especially critical to provide a strategic transitional

program that would ease the adjustment of all incoming at-risk 9th-grade students. Failure to provide a strategic transitional program would impact directly on the school in terms of academic achievement and student retention. The consequences of failing to make the transition to high school successfully are both individual and societal. Given the current social and economic conditions, failure to graduate from high school can be costly to the individual, the community, and the nation.

It was unfortunate that the writer's school had not developed a strategic transitional program to assist incoming, at-risk, 9th grade students. The writer, a member of the counseling department, was aware of the difficulties experienced by incoming students and the resulting academic and social problems they faced. If the school had moved to correct some of the transitional problems of entering at-risk 9th-grade students, then all students would have been more knowledgeable, motivated, interested, and aware of techniques necessary to have made a successful transition to school. Patterns and incidents of misbehavior, truancy, academic failure, and other destructive behaviors would have been reduced by the targeted students. The students would have taken an interest in themselves and in their new school with a resulting involvement in positive school activities.

In brief, incoming, at-risk students were not given the assistance to make a successful transition.

Documentation of the Problem

The writer, in order to document the existence of the problem, conducted interviews with teachers, counselors, deans, and school administrators involved with incoming 9th-grade students. Each of the 12 interviewed faculty member agreed that there were major transitional problems experienced by a large number of incoming 9th-graders, especially the at-risk students.

A review of the school records indicated that 47 out of 62 incoming 9th-grade students, identified as at-risk, experienced at least one disciplinary infraction within the first two months of entering school.

Records further indicated that 34 of the 62 at-risk students recorded 15 or more absences from school within the first two months of the term.

A review of student records showed that 43 of the 62 students, identified as being at-risk, failed three or more academic subjects within the first eight weeks of the school year.

It was coincidental that 62 was the number of students identified by the feeder schools as being at-risk in the previous class of entering 9th-graders.

Causes of the Problem

The writer, after examining the practicum problem, believed that there were at least five possible causes for the problem situation. Each of the causes contributed

to the overall difficulties of the 9th-graders.

Incoming at-risk 9th-graders and their parents were not adequately informed about school policies on attendance, social behavior and academic achievement. There was inadequate communication between the school and the homes of the students regarding school policies and expectations. Inadequately informed students and parents were unlikely to develop positive attitudes toward the new school.

In addition, the high school did not provide entering at-risk students with the opportunity to obtain the study skills necessary to achieve academic success. Inadequately prepared students were not likely to achieve academically and the resulting failure often led to students leaving school without a diploma.

Entering at-risk students were not made aware of the relationship between academic achievement and broader career opportunities. The 9th-graders were not offered an opportunity to explore career requirements and career options. Unaware of the options and requirements related to various careers, the students were at a distinct disadvantage when it came to the world of work.

The high school did not offer the parents of incoming at-risk students an adequate preparation or program that would assist them to aid their children in making informed educational or career decisions. Parents were not made aware of the variety of resources and services available

to assist them in aiding their children reach their full potential. Uninformed and uninvolved, the parents did not work in alliance with the school. The school needed to reach out to enlist parental support for programs to aid at-risk students.

The writer's school lacked a positive assistance program to aid all incoming students. Social as well as the developmental needs of the entering 9th-graders were not met. It was essential that the school provide guidance to all students during the crucial transition stage. It was particularly important that the school provide assistance to the incoming at-risk student.

Relationship of the Problem to the Literature

Problems associated with the transition of students into high school were not unique to the writer's school. A review of the literature dealing with transitional issues illustrated the universality of problems encountered when incoming students failed to adequately adjust to a new environment. The consequences of unsuccessful transition to high school have been developed in the literature examining the nation-wide dropout problem.

Deck and Saddler (1983) explored some of the problems associated with a student's transition to high school. The feelings of doubt, anxiety, and frustration were examined in the context of transitional change. Students' apprehensions were seen as being caused by an unfamiliarity

with the rules, faculty, administrators, and the physical layout of the new school.

Arnold (1986) emphasized the importance of the interconnection between transition and other aspects of a student's school life. These aspects included both attendance and involvement in school activities.

Social and peer pressures, according to Sabatini (1989), are powerful influences on students making the transition from middle or junior high school to the high school. Brown (1982) showed concern about the impact of peer pressure on teenage behavior both in and out of school. Early adolescents entering high school, wanting to be part of the group, were identified as being particularly vulnerable to peer influences.

Other authors examined different themes and issues associated with transition. Warchol (1979) found that schools needed to anticipate and prepare for students with transitional problems since the incoming at-risk students were usually overwhelmed by the unfamiliar and impersonal surroundings found in the new learning environment.

The literature defined the at-risk students as those who exhibited specific behaviors. Johnson, Markle, and Harshbarger (1986) saw at-risk students as those who experienced attendance problems. Wehlage (1986) noted that poor grades and disciplinary problems were the key experiences in defining at-risk students.

Allan and McKean (1984) cited the great anxiety

students experienced going through transition. These experiences included an increased rate of referrals and an increased threat of transfer to private schools. Gehrke and Butler (1985) examined the significant role information giving played in enhancing the chances for incoming students to make a successful transition.

The role of parents in a student's transition has also been explored. Arnold (1986) believed that a lack of parental encouragement and support doomed many transitional school-based models. Sabatini (1989) also examined the parental role in evaluating transitional programs to determine how the program reflected on a student's self-esteem, decisiveness, confidence, and leadership ability.

The literature revealed varied causes for transitional problems. Huey (1985) stated that the central cause of transitional problems was the direct result of incoming students feeling overwhelmed, bewildered and intimidated. The focus on a smooth transition was important since it would influence the student's opportunity for a successful high school experience.

Abbott (1978) noted the narrow focus of most traditional transitional programs as a cause of not meeting the needs of incoming at-risk students. Lack of the school counselor in the transition process was seen as part of the problem in at-risk students not making the successful change to the high school.

Havelka (1978) saw the inability of the receiving high school to meet the expectations of the newly incoming student as the frequent cause of transitional difficulties. This factor coupled with the vast size of many high school buildings often caused incoming students to be overwhelmed from the first day.

Shertzer and Stone (1971) believed that the major causes of transitional difficulties experienced by students were based in common adolescent problems.

The various topical areas researched for this practicum included school orientation, parental involvement, high school freshmen, career exploration, adolescent development, dropout intervention and prevention, study skills, academic advising, and school counseling.

The literature emphasized the importance of strategic transitional programs if incoming at-risk students were to make successful adjustments to their new environment. The causes of the problems associated with transition are varied and complex. However, the general conditions of incoming at-risk students tended to include one or more of the following characteristics: low motivation, inadequate study skills, and social immaturity. These characteristics, combined with an unfamiliar school environment, could create a great threat to the academic progress of the at-risk 9th-grader. A viable transition program for at-risk students would be essential to encourage them to remain in school, persevere, and graduate.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The projected goal for this practicum was to assist incoming, at-risk, 9th-grade students to acquire the knowledge, motivation, interest, and skills necessary to make a successful transition to the writer's school.

Expected Outcomes

The writer believed that the attainment of the following outcomes would result in the solution of the problem:

1. At-risk 9th-grade students would show a reduction in the number of disciplinary infractions.
2. At-risk 9th-grade students would show a decrease in school absences.
3. At-risk 9th-grade students would become more involved in school-related activities.
4. At-risk 9th-grade students would increase their awareness of study skills, career education services, and counseling assistance.

Measurement of Outcomes

The writer planned to measure the attainment of the specific outcomes of the practicum as follows:

Outcome 1. The at-risk 9th-grade students would show a reduction in the number of disciplinary infractions. In order to ascertain whether that outcome was achieved, the writer would review the dean's records of school infractions. A comparison would be made between the number of incidents involving 9th-grade at-risk students prior to practicum implementation with the number of incidents following practicum implementation. The outcome would have been met if records showed a reduction, by one half, in the total number of infractions cited for all at-risk students following implementation.

The dean's record of infractions provided an individualized and updated reference of each student's disciplinary citations. A review of infractions prior to and following implementation provided the writer with an objective measurement instrument with which to evaluate each student's progress.

Outcome 2. At-risk 9th-grade students would show a decrease in school absences. The writer would determine whether the outcome was acnieved by reviewing the attendance records of each student and comparing pre-implementation with post-implementation figures. The outcome would have been met if the records indicated a decrease, by one half, in the number of days students were absent

from school.

Individual attendance records were selected as sources of evaluative data. These records provided objective and updated information on each at-risk student's pattern of attendance. The writer would be able to use attendance data as an instrument of analysis to compare pre- and post-implementation progress.

Outcome 3. At-risk 9th-grade students would become involved in school-related activities. In order to ascertain whether this outcome was achieved, the writer would review and compare the student activity rosters prior to practicum implementation with activity rosters following implementation. The outcome standard would be considered to have been met if more than half the at-risk 9th-grade students had become involved in school-related activities as a result of their participation in the solution strategy program.

Activities rosters were selected as an evaluation instrument because they were readily available to the writer and would serve as the basis for a comparative analysis between the pre- and post-implementation periods. Students were required to sign an activity roster each time they participated in a school-related activity or function. The activity rosters served to monitor attendance at each school-related activity and to measure student involvement in these activities and events. Activity rosters were retained by the social coordinator.

Outcome 4. At-risk 9th-grade students would increase their awareness of study skills, career education services, and counseling assistance. In order to ascertain whether this outcome was achieved, the writer would conduct a survey of the 62 at-risk 9th-grade students. The standard would be considered to have been met if three out of every four students in the program would indicate an increased awareness of study skills, career education services and counseling assistance.

The Student Survey was selected as the evaluation instrument because it contained items related to awareness of study skills, career education services, and counseling assistance (see Appendix A). In addition, the 12 item survey could be easily administered in both a pre- and post-implementation evaluation. Items were constructed to contain statements of fact and needed neither further explanation nor interpretation.

The outcomes, evaluation method, and standard of achievement are outlined in Table 1.

Table 1

Measurement of Outcomes

Expected Outcome	Measure of Evaluation	Standard of Achievement
1. At-risk students would show a reduction in the number of disciplinary infractions.	1. Review of school records.	1. Reduce by one half the number of disciplinary infractions.
2. At-risk students would show an decrease in school absences.	2. Review of school records.	2. Decrease by one half the number of school days absent.
3. At-risk students would become more involved in school related activities.	3. Review of school records.	3. More than half the at-risk students would become involved in school-related activities.
4. At-risk students would increase their awareness of study skills, career education services, and counseling assistance.	4. Survey.	4. Three out of every four students would report an awareness of study skills, career education services, and counseling assistance.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Several solutions to the problems encountered by at-risk students making the transition to high school had been suggested in the literature. Abbott (1978) and Marcotte (1974) suggested the use of developmental seminars to reach entering 9th-grade students. The developmental seminars would serve to integrate the newly arrived students into the body of the school in an orderly and non-threatening manner.

Deck and Saddler (1983) and Campbell (1983) introduced the idea of scheduling regular small group sessions to share ideas and a sense of the familiar for all entering students. Small groups would provide students with the opportunity to interact with their incoming peers and counselor in a more accepting atmosphere than was possible in a large classroom setting.

The concept of assigning upper-class "buddies" to accompany and offer assistance to the newly entering students was suggested by Steltzer (1979). Allan and McKean (1984) encouraged the use of older students as role models for the newly entering freshmen. The older students could answer questions and deal with the anxieties that often went unexpressed by the apprehensive newcomer.

Frederick (1985) suggested the need to incorporate the parents of incoming students into the transition program. Parental support was seen as an essential factor in the reinforcement of a transitional program's goals. If the school and parents worked at cross purposes, the incoming student would be adversely influenced by such a situation.

The school environment was considered, in the literature, to play a significant part in whetner the entering at-risk student remained or dropped out. Safer (1986) developed the concept of a highly structured school environment coupled with a program offering motivational incentives for the at-risk student. Fernandez and Shu (1988) elaborated further on the need for a motivational incentive in effective transitional programs.

Early intervention as the at-risk students entered high school was fostered in the literature. Marockie and Jones (1887) called for immediate attention to the chronic absentee by employing daily contact with the home and referral of the student to resolve the situation before it became a significant problem. Tidwell (1988) emphasized the need for awareness to combat early truancy formation patterns. Early action would make the difference between the at-risk 9th-grader remaining in school rather than becoming a school dropout.

Assisting the at-risk student to maintain an interest in school was also urged in the literature. Hahn (1987)

noted a need for the school to encourage incoming students to develop an attachment to the new school. The theme was further developed by Larsen and Shertzer (1987) who stressed the connection between pressure to achieve in school, school impact, and problems commonly associated with being at-risk. Marockie (1987) believed that the at-risk student needed an involvement with the new school in both an extracurricular association and in a tutorial outreach. Tutorial assistance would help the student develop or hone those skills necessary to remain academically viable.

Another recurring theme in the literature of solution strategies to aid the at-risk student focused upon the need for the at-risk student to be made aware of vocational choices. Regehr and Herman (1981) stressed the need for at-risk students to develop their skills in both career decision making and self-assessment.

The need for study skills training for all high school students, especially for the at-risk, was offered in the literature as a solution strategy to prevent failure and school leaving. Castagna and Codd (1984) noted that effective study habits could be taught to students as well as the teaching of attitude, organization and self-discipline.

Enhancing the self-esteem of the at-risk student was explored in the solution literature. Baker (1991) believed that an at-risk student could achieve self-esteem

by becoming personally involved in both community and school-related social activities.

Afolayan (1991) favored altering the school curriculum in order to relate it to the skills needed in the workplace. Altering the curriculum would also serve in early identification of at-risk students.

There were other solution strategies that offered the possibility of having a positive impact on the transition of at-risk 9th-grade students. One such possibility involved the utilization of a series of large group discussions involving and geared toward the at-risk students. These group discussions would include a panel consisting of teachers, administrators, and student leaders.

The use of a summer orientation program, as an initial phase of a transition program for incoming at-risk students, was considered as a viable option. Summer orientation would provide incoming students and staff with opportunities to become familiar with each other.

Visits by the receiving high school's counselors to the sending feeder schools would enable the counselors to become familiar with the incoming at-risk students and their parents. This would provide an opportunity for the high school counselors to meet and exchange ideas with the teachers and counselors of the feeder school.

The planning and implementation of social evenings for the parents of incoming at-risk students would provide a setting conducive to informal interaction

among teachers, administrators, counselors, and parents.

Establishment of a transition task force, composed of personnel from both the high school and middle schools, was examined as part of the solution to help ease the transition of the at-risk student.

Among the solution strategies offered for consideration, some ideas could have been more easily implemented by the writer given the constraints of the high school's environment, population and available resources. Developmental seminars, regularly scheduled small group counseling, and students serving as "buddies" to the incoming at-risk students were all feasible components of a transitional program and offered a variety of options to the writer.

The inclusion of parents in an at-risk transitional program seemed to have been an essential factor in having the program achieve its desired goals. The concept of motivational incentives to encourage and inspire at-risk students to succeed needed to be considered as well.

The monitoring of at-risk students' attendance and academic progress appeared to be a key element in any transition program. Monitoring disclosed negative patterns and offered opportunities for intervention before they became critical and led to truancy or academic failure.

Entering 9th-grade students needed to be encouraged to foster a sense of belonging. Providing clubs and teams and sponsoring activities would meet those student needs.

Solution strategies developed around career decision making and study skills training were considered as keys to an effective transitional program developed for the at-risk student. At-risk students needed to be made aware of a relationship between classroom achievement and career options. This could be accomplished by including a career education component within the transitional program. Study skills training could be incorporated into every 9th-grade transitional program in order to aid at-risk students survive their transition. Students, deficient in the basic skills needed to achieve in high school, end up failing and leaving before graduating.

The enhancement of the at-risk student's self-esteem was an underlying theme throughout the solution strategies literature. Self-esteem, central to successful programs, grows and flourishes in a positive school environment. A sense of belonging, often fostered by involvement in an in-school activity, club, team or organization, adds to a sense of self. Therefore, at-risk students needed to be encouraged to become personally involved in their schools and in their communities.

The writer would have had some difficulty in suggesting the large-scale altering of the school curriculum in order to relate it to the skills needed in the workplace since this was not within the writer's expertise or domain.

The use of large group panel discussions as a device for transmitting information to incoming students was

of limited use and value since the only facility available for such a discussion was the school's auditorium. Technical considerations and acoustical problems prohibited the use of the auditorium as a forum for group discussions until renovations were instituted.

The use of a summer orientation program as an initial phase of the transitional process for the incoming 9th-grade at-risk students had been under consideration for introduction at a later period of time. Lack of funding was the reason given for not instituting it earlier.

Articulation between staffs of the feeder middle schools and the receiving high school offered possibilities. Articulation would have provided opportunities for both staffs to open and develop lines of communication. The exchange of ideas and information would benefit the incoming 9th-graders and the staffs of both the sending and receiving schools.

The establishment of a transition task force would be an outgrowth of any articulation program developed between the writer's high school and the feeder middle schools. The task force would benefit all students making the transition and would aid in the identification of services required to assist the at-risk 9th-graders.

Some of the solution strategies seemed to offer a more viable alternative than others given the requirements, restrictions, and physical limitations imposed by the writer's school.

Description of Selected Solution

The problem of incoming, at-risk, 9th-grade students having difficulty in making a successful transition to the writer's school needed to be addressed. The solution strategy involved the development and implementation of a comprehensive program that focused on the needs of the at-risk 9th-grader, parental needs, and the role of the school in meeting those needs. The writer, in reviewing the literature, found ample justification for employing a broad based solution strategy.

A comprehensive program to assist the at-risk 9th-grade students in making the transition included the following components:

1. Group Guidance Sessions - would provide the writer with a regularly scheduled forum in which to inform incoming at-risk students about school policies on attendance, behavior, academic achievement, available school services, school activities, and other pertinent information.
2. Study and Examination Skills Lessons - would allow the writer, assisted by the English teachers assigned to the 9th-grade at-risk students' classes, to present study and examination skills lessons in the English class. These skills would enable at-risk students to meet the academic requirements of all subjects by transferring their acquired knowledge and techniques to new learning situations.

3. Career Education - the writer, assisted by both in-school resource personnel and outside career consultants, would conduct a series of group counseling sessions centered on the relationship between careers and school curriculum. The small group setting would permit greater interaction between the writer and the at-risk students than would be possible in a classroom setting. Guest speakers would be able to bring current career information to the students in this informal setting.
4. Workshops for Parents - would permit the writer to present a series of afternoon and evening workshops to assist the parents of the 9th-grade at-risk students to make informed decisions. During the workshop meetings parents would be informed about school policies, activities, services, and programs. Individual concerns would also be addressed at the parent workshops.
5. Upper-class "Buddies" - would provide the writer with an opportunity to link older student volunteers with incoming at-risk students. The upper-class students would serve as role models and address issues and concerns associated with transition.
6. Social Activities - would give the writer, assisted by the school's social coordinator, occasions to incorporate trips, athletic events, and incentives to foster a sense of belonging and group cohesion.

7. Individual and Small Group Counseling - would permit the writer to conduct counseling sessions with all at-risk 9th-graders to assist them with personal, social, and educational adjustment problems common to adolescent development and transition to a new environment.

8. Monitoring of Student Records - would provide the writer with opportunities to review and monitor the records of all 9th-grade at-risk students prior to, during, and following implementation. The writer would be able to intervene with those at-risk students exhibiting at-risk characteristics in adjustment, attendance, academic progress and other problem areas. Monitoring of records would allow for newly identified 9th-grade students to be included in the transition program.

9. Tutorial Assistance - would provide additional academic aid to the incoming at-risk students. The writer, by matching at-risk 9th-graders with volunteer tutors, would assist the at-risk students with needed academic support.

10. Incentive Program - would allow the writer to reward those at-risk students who met pre-established objectives in attendance, academic growth or behavior. Rewards would be given to all those at-risk students who achieve their goals in order to enhance the self-esteem of the students and foster group pride.

Report of Action Taken

Prior to the practicum implementation, the writer and the school's administrators met in committee with the teachers and counselors involved in the transition program for at-risk 9th-grade students. The meeting centered on a review of objectives, policies, procedures, and component parts of the proposed transition program. After a period of exploration and discussion, the writer was selected to coordinate the implementation of the program. Committee members agreed to establish a schedule of meetings, both formal and informal, throughout the period of implementation. Members of the committee served as panelists when the transition program was presented to the whole faculty. The faculty meeting served as an opportunity to explore the general problems associated with transition to high school as well as the particular needs of the at-risk 9th-grade population. After a broad exchange of ideas, the faculty voted to approve the implementation of the transition program for the current at-risk 9th-graders.

The records of at-risk 9th-grade students were moved to a central file in order to provide access to the staff members involved in the transition program. Information contained in each student's central file related to academic progress, attendance profiles, and adjustment to school. Records containing confidential material were excluded from each student's central file.

The writer coordinated the class schedules of the 62 at-risk students in order to provide an opportunity for the students to meet, in an informal setting, with program counselors and teachers. Groups of eight students met with school personnel during their lunch period. The purpose of the informal setting was to promote a social interaction among the students as well as between students and program's faculty members.

During the first week of program implementation, upper-class volunteers were interviewed and assigned as "buddies" to 9th-grade at-risk students. The upper-class students were to serve as role models while assisting the at-risk students cope with transitional concerns and difficulties. "Buddies" and students were permitted to change if either party was not satisfied with the arranged matching.

Group guidance sessions, conducted during the introductory phase of the transition program, served as vehicles to define and explore school policies, programs, and services. School regulations and requirements in the areas of attendance, behavior, dress, homework, class assignments, and promotion were examined and discussed. The materials explored during the group guidance sessions were copied and distributed to the at-risk students. Additional copies were mailed to the students' parents. The writer was instrumental in coordinating and conducting the group guidance sessions.

Small group counseling sessions, designed and coordinated by the writer, were introduced to provide the 9th-grade at-risk students with an informal setting in which they could share feelings and explore ideas with other students and counselors. Broad based agendas permitted flexibility in each counseling session. The subjects explored during the small group sessions tended to center around personal, social, and educational problems common to teenagers in general and at-risk youth in particular. The 62 at-risk 9th-graders, divided into groups of seven students, attended weekly small group counseling sessions.

The writer, working in coordination with the English teachers assigned to the at-risk transition program, utilized a series of lessons focusing on the development of study and examination skills. The lessons were presented twice a week within the context of the English class subject matter. It was projected that the acquisition of both study and examination skills would enable the at-risk 9th-grade students to progress academically while, at the same time, enhancing their self-esteem.

Small group career exploration sessions, involving groups of 10 students per session, were held weekly for the duration of the practicum implementation. The writer, using in-school resource personnel and career speakers provided by the Boy Scouts of America, coordinated and conducted the series of career oriented sessions.

The small group career exploration sessions centered on the interrelationship between careers and the school curriculum and the relevance of both to the at-risk student. The informal group setting permitted a greater degree of personal interaction between speakers and students. These interactions between speakers and students would have been difficult within the confines of the traditional classroom setting.

Parental involvement, an essential factor in creating an effective transition program, was encouraged by the writer. Parents of at-risk 9th-grade students were invited to attend a series of afternoon and/or evening workshops. The workshops centered on ways to assist parents in making informed educational decisions. Materials were distributed informing parents about school policies, procedures, activities, services, and programs. Neighborhood resources were discussed and referrals initiated during parent workshops. The series of afternoon and evening workshops provided opportunities to address the mutual concerns of both the transition program staff and the parents. In order to insure greater parental attendance, evening telephone calls were made to the students' homes by members of the transition program staff. On two occasions, workshops were convened at a neighborhood housing site. The housing site was geographically more convenient to a greater number of parents than was the high school. Staff members were in full attendance at both meetings.

The need for tutorial assistance was evident from a review of the at-risk 9th-grade students' records. Providing that assistance in a coordinated and timely manner proved to be a difficult undertaking. The writer and the faculty advisor to Arista, the National Honor Society, developed a voluntary assistance program matching honor students with at-risk 9th-graders. Establishing mutual meeting times, locations, and materials to be tutored, within the time frame of the practicum implementation, was a monumental task. It was projected that the tutorial component of the transition program would provide some of the academic support needed by the at-risk students.

Social activities were encouraged throughout implementation as a means of building group cohesion and a sense of belonging among the at-risk 9th-grade population. The high school's social activities coordinator, assisted by the writer, planned and executed a series of trips, athletic events, social gatherings, and incentive awards assemblies to build and meld group solidarity. Students who feel that they belong or who express a sense of group pride are more likely to attend school on a regular basis and remain in school rather than drop out. The writer fostered active staff participation in all social activities by arranging to provide substitutes for those transition program teachers attending social functions related to the program.

The writer contacted local community service organizations and business groups in order to obtain funding, provide incentives, or secure rewards for those at-risk 9th-grade students meeting or surpassing minimum objectives. Attendance, academic achievement, improved behavior, and school service were four areas included in the incentive component of the transition program. It was projected that a system of rewards would act as an inducement to the students and, at the same time, enhance their self-esteem.

Individual counseling sessions were scheduled and conducted by both the writer and the other counselor involved in the transition program. This scheduling arrangement provided each student with at least one opportunity each week to see a counselor. By instituting alternate week counseling sessions, the writer and the other transition program counselor became familiar with all 62 at-risk students.

Throughout the duration of the practicum implementation, the writer consistently monitored and reviewed the progress made by the 62 at-risk 9th-grade students. By reviewing and monitoring the transition program's students, the writer hoped to determine the effectiveness of the program in improving student behavior, attendance, academic achievement, and involvement in school activities. Plans were made to include newly identified at-risk students when openings became available.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Incoming, at-risk, 9th-graders experienced some difficulties in making a successful transition from middle school to the writer's high school. The students often began establishing patterns of misbehavior, truancy, academic failure, and other destructive behaviors.

The writer developed and implemented a broad based solution strategy which focused on the role of the high school in meeting the needs of both the incoming at-risk 9th-grade students and their parents.

Results

The writer believed that the goal of the practicum, to assist at-risk 9th-grade students to acquire the knowledge, motivation, interest, and skills necessary to make a successful transition to the writer's high school, would be attained when four specific outcomes were met:

Outcome 1

The first anticipated outcome was that at-risk 9th-grade students, at the writer's school, would show a reduction in the number of disciplinary infractions as a result of participating in the transition program.

The standard of achievement would have been met if the dean's records showed a reduction, by one half, in the total number of infractions cited for the 62 at-risk students as a result of their participation in the solution strategy program.

Using a review of the dean's records, the writer noted that the 62 at-risk 9th-grade students reduced the number of disciplinary infractions from 142 incidents in the pre-transition program stage to 48 incidents in the implementation stage. This 66% reduction in disciplinary infractions demonstrated that the first outcome was achieved (see Table 2 for a Summary of Disciplinary Infractions).

Table 2

Summary of Disciplinary Infractions

Program Stage	No. at-risk	No. of incidents
Pre-implementation	62	142
Implementation	62	48

Outcome 2

The second anticipated outcome was that at-risk

9th-grade students would decrease the number of school absences as a result of participation in the solution strategy program. The achievement standard would have been met, according to pre-established criteria, if a review of student attendance records indicated a decrease, by one half, in the total number of days students were absent from school.

A review of student attendance records indicated that the 62 at-risk 9th-graders had reduced their combined number of days absent from a pre-program total of 844 days to a total of 350 combined days over a comparable period of time during implementation. A 59% decrease in school absences illustrated that the second outcome was achieved (see Table 3 for Summary of Student Absences).

Table 3

Summary of Student Absences

Program Stage	No. at-risk	No. of absences
Pre-implementation	62	844
Implementation	62	350

Outcome 3

The third anticipated outcome was that the at-risk 9th-grade students would become more involved in school-related activities as a result of participating in the transition program. The achievement standard would have been met if more than half the at-risk 9th-graders became involved in a school-related activity.

Reviewing the student activities rosters prior to implementation, the writer found that 14 out of 62 at-risk students participated in a school-related activity, a 22% participation rate. During and following implementation the writer's review of student activities rosters indicated that 57 of the 62 at-risk students had participated in a school-related activity. With 57 out of 62 students, a 92% participation rate, involved in school-related activities the third outcome was met (see Table 4 Summary of Student Involvement in School-Related Activities).

Table 4

Summary of Student Involvement in School-Related Activities

Program Stage	No. at-risk	No. involved
Pre-implementation	62	14
Implementation	62	57

Outcome 4

The fourth outcome was that at-risk 9th-grade students would increase their awareness in three areas: study skills, career education services, and counseling assistance. This awareness would be due to students participating in the transition program. The achievement standard would have been met if three out of every four at-risk students showed their awareness of the three areas by responding to survey statements, constructed by the writer, in the affirmative.

Three questions, contained in the Student Survey, (see Appendix A), addressed the awareness of study skills. Statement number one asked whether the students felt they knew how to organize their study time. Forty-nine students answered "yes" they knew how to organize their study time. Six answered "no" and seven answered "not sure" to the first item. Items numbered two and three asked the students whether they knew how to use a library and write a grade-A report, two school-related study skills necessary to achieve academically. The students' responses to these two items indicated that three out of every four at-risk 9th-graders were aware of the two specific study skills. Overall, the responses of the at-risk 9th-grade students to the three study skills items indicated that the study skills awareness of the fourth outcome had been met (see Table 5 for Student Survey Responses - Study Skills).

Table 5

Student Survey Responses - Study Skills

Item No.	Statement	Response Pattern Yes	No	Not Sure
1	I know how to organize my study time.	49	6	7
2	I know how to use the library.	47	7	8
3	I know how to write a grade-A report.	51	4	7

Three items in the Student Survey addressed the career education services awareness of the at-risk students. The items asked the students to respond to whether they were aware of career requirements, relationship between schooling and careers, and the availability of career information within the school. The students' responses to these three career education services items showed that more than three out of every four at-risk 9th-graders were aware of the requirements needed for different careers. In addition, student responses indicated that they saw a definite connection between schooling and their future career. Responses also illustrated that students were aware of the availability of school career services. With three out of every four at-risk students indicating awareness of career information and services, that part of the fourth outcome had been met (see Table 6 Student Survey Responses - Career Education Services).

Table 6

Student Survey Responses - Career Education Services

Item No.	Statement	Response Pattern Yes	No	Not Sure
4	I know the requirements needed for different careers.	48	8	6
5	I see a connection between school and my future career.	50	9	3
6	If I needed information about careers, I know where it would be available.	58	2	2

Three items in the Student Survey related to the students' awareness of the availability of counseling assistance within the high school. One survey item questioned whether the at-risk 9th-graders knew the function of their school counselor. A second item attempted to determine whether the students were aware of the counselor's role in dealing with school-related problems. Item 9 asked the students to respond to whether they would speak to their school counselor about problems that were not school-related. This item was included in the survey in order to determine whether students were aware of the ability of the school counselor to assist them with other than school matters. Responses indicated that three out of every four at-risk students were aware of the available counseling assistance and the outcome was met (see Table 7 Student Survey Responses-Counseling).

Table 7

Student Survey Responses - Counseling

Item No.	Statement	Response Pattern Yes	No	Not Sure
7	I know how my school counselor can help me if I needed assistance.	57	2	3
8	If I had a problem in school, I would talk to my school counselor.	52	6	4
9	If I had a problem that was not related to school, I would talk to my counselor.	50	6	6

Discussion

The implementation of the transition program resulted in meaningful progress for many of the at-risk 9th-grade students. The writer was encouraged by the fact, in the case of the first outcome, that the at-risk students showed a 66% reduction in the number of disciplinary infractions, during the implementation period, when compared to the pre-implementation infractions figures (see Appendix B). This dramatic reduction had measurable impact on both the at-risk students and the school transition personnel. Reducing the number of disruptive incidents allowed classroom teachers to devote more time to learning activities and less time was spent correcting misbehavior. The resulting classroom climate seemed to engender a new spirit of cordiality that had not previously existed.

One welcomed by-product of the practicum implementation was the resulting reduction in the number of school suspensions for the at-risk 9th-graders. This reduction permitted teachers, administrators and counselors to utilize time, previously spent documenting disciplinary incidents, to engage in more positive student-centered endeavors.

The writer concluded that one reason for the first outcome being so readily achieved was the encouragement of positive interactions between at-risk students and their teachers. These interactions fostered a new sense of awareness in both the students and transition personnel. Sensitivity training, developed and modeled in small group counseling sessions, paid immediate dividends in awareness, understanding, and cooperation among the students, as well as, between students and faculty members. At-risk students were given opportunities to express their needs and frustrations to receptive transition personnel. Providing opportunities and methods for students to express their feelings, resulted in dramatic reductions in disciplinary infractions throughout the implementation. The same finding of a correlation between open communication and reduced disciplinary incidents had been discussed in the literature. Tidwell (1988) found that schools that had fostered a policy of encouraging students' input were also the schools that changed students' negative attitudes and reduced school disciplinary incidents.

In the case of the second outcome, the writer had some apprehension that the standard of achievement had been set unrealistically high given the students' history of school attendance. The resulting 59% decrease in absences was rewarding to the writer. The initial skepticism expressed by both administrators and teaching personnel yielded to laudatory enthusiasm for the implementation program, especially when the implications of improved attendance became evident. A evaluative review of the students' attendance record, both prior to and following implementation, showed how dramatically the second outcome had been achieved (see Appendix C).

It was obvious that it took much more than stating objectives to achieve such dramatic results. Increased vigilance, on the part of transition personnel, coupled with daily home contact to confirm absences, contributed greatly to improving attendance figures. Yet, motivational pressure, alone, would not account for such improvement over such a short period of time. The writer concluded that it was the result of a combination of factors that led to improved attendance. The at-risk students attended school during implementation because they were required to explain absences immediately, but they also attended school because they felt a sense of belonging and connection to what was going on during implementation.

Similar findings, which correlated improved attendance with a heightened sense of belonging, had been presented

in the literature. Marockie and Jones (1987) found evidence of improved attendance among at-risk students when schools initiated a policy of daily home contact. Hahn (1987) discovered that at-risk students increased their school attendance when they developed an attachment to school.

The third outcome, increased involvement of the at-risk students in school-related activities, proved to have been more readily achieved than was originally expected by the writer. Prior to implementation, only 22% of the at-risk 9th-graders were involved in some school-related activity. This figure increased to 92% during implementation. Student involvement in school-related activities increased dramatically when organized activities were planned and developed. Students, under the guidance of the writer and school social activities coordinator, were involved in both the planning and execution of these activities. At-risk students publicized events and encouraged, coaxed, and induced others to attend. Incentive assemblies served as vehicles to foster pride, cooperation, and group cohesion. Transition program staff members enthusiastically embraced the social activities component of the program. A review of each student's record of involvement in social activities, prior to and during implementation, illustrated the dramatic impact of the transition program on student involvement (see Appendix D).

The implications of the social activities component

of the practicum were readily discernible. Involvement in social activities throughout implementation developed the at-risk students' sense of belonging. The increased desire to belong to the group fostered cohesion and school became a more desirable alternative than remaining at home. The increased sense of group cohesion reflected itself in improved individual and collective behavior. Students expressed their satisfaction by attending social activities and interacting with other students in an unprecedented manner.

The successful use of social activities as vehicles to encourage at-risk youngsters to develop school bonds had been validated in the literature. Fernandez and Shu (1988) found that as at-risk students increased their social interactions, they concomitantly increased their desire to attend school and achieve.

Incorporating the fourth outcome, increased awareness of study skills, career education services, and counseling assistance, required detailed planning, coordinating and implementing within a relatively short time frame. The achievements, made within each area of the fourth outcome, reflected positively on the coordinated efforts of the whole transition program team. A review of the at-risk students' responses to the Student Survey revealed that had been made aware of study skills and knew how to apply those newly acquired skills. In addition, their responses revealed an awareness of both the career

education services, and the counseling assistance available to them. The writer concluded that the students' awareness had been the direct result of their participation in the transition program.

The implications of students' awareness of study skills, career education services, and counseling assistance, were particularly significant. Students who knew how to apply the study skills and utilize the school services would have been able to acquire the knowledge, motivation, and interest for a successful transition to high school. Obversely, at-risk 9th-grade students, who lacked the necessary study skills and were not aware of existing school services, would probably have experienced transition problems.

Findings similiar to those experienced in the practicum were revealed in the literature. Castagna and Codd (1984) showed that successful programs for the at-risk students had incorporated some component for improving study skills. The significance given to career education services in many successful at-risk programs had also been revealed in the literature. Regehr and Herman (1981) found in their review of effective at-risk programs the common element of a strong career education component.

An unanticipated outcome developed from the practicum implementation. Administrative interest in the career education component led to a commitment to explore the feasibility of developing a school based career center.

Throughout the implementation of the transition program, the writer maintained a journal and recorded the resulting events, procedures, and decisions regarding the practicum. All practicum activities and unanticipated events had been incorporated into both Chapter IV and Chapter V of the practicum report.

In summary, the practicum met all four anticipated outcomes by reaching the pre-established standards of achievement and could, therefore, be deemed a success. Yet, the intangible results of the practicum, while more difficult to quantify, seemed as equally significant to the lives of the at-risk 9th-graders. The students perceived a positive change in the high school's climate as evidenced by their conversations with the writer and other transition program personnel. Students believed that the transition program provided them with a sense of worth, acceptance and, above all else, hope. This new hope and sense of purpose were reflected in their responses to Item 11 in the Student Survey (see Table Table 8 Student Survey Responses - Goals For The Future).

Table 8

Student Survey Responses - Goals For The Future

Item No.	Statement	Response Pattern Yes	No	Not Sure
11	I plan to get a a high school diploma.	52	5	5

Recommendations

A student's transition from one school to another must be viewed as an on-going process that requires more than a short term orientation to a new setting. Transition requires that an integrated program be established between the sending and receiving schools. Program integration is necessary to meet the students' needs for stability and progress in their new environment. An effective transition program must undertake periodic evaluation to measure whether its goals are being met. Equally as significant as the need to evaluate, is the need to incorporate the entire school staff, not just the counselors, student leaders, and parents in the transition program. This incorporation is a basic requirement in any school program established to meet the academic and social needs of students in transition. It is particularly warranted for programs designed to meet the needs of the at-risk student in transition.

In establishing and implementing a transition program for at-risk students, the coordinator might consider the following recommendations:

1. The transition program must extend throughout the the students' entire first year in high school.
2. High school transition personnel must be involved in an articulation program with feeder school teachers, administrators, and counselors.

3. High school transition personnel need to visit the feeder schools in order to become familiar with incoming students and their individual needs.
4. High school transition personnel should meet with the parents of incoming students in informal settings prior to the students' transition to high school.
5. Incoming students should be given opportunities to visit the high school during their middle school years.
6. A summer orientation program should be developed to welcome incoming students prior to the opening of school.
7. A joint task force, that includes personnel from both the middle and high schools as well parent representatives, should be created to ease the process of transition.
8. Transition personnel from the high school should visit middle school parents' meetings to familiarize the parents with high school programs, policies, and services.
9. Local cable television can be used to familiarize the community with programs available in the high school.
10. Provision should be made to evaluate the transition program throughout implementation.

Dissemination

The writer will share the results of the practicum in various ways. Initially, he will present the findings to the high school faculty where the implementation was undertaken. Plans have been made to present the results of the practicum to the school district's counselors at a Fall conference. A copy of the practicum report will be sent to the school district's director of pupil personnel services for distribution and inclusion in the district's professional library. Finally, the writer proposes to prepare and submit an article for publication describing the transition program for at-risk students.

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APPENDIX A

STUDENT SURVEY

STUDENT SURVEY

Please read each item carefully and put a check in the one box that most closely represents your feeling.

		Yes	No	Not Sure
1.	I know how to organize my study time.	____	____	____
2.	I know how to use a library.	____	____	____
3.	I know how to write a grade-A report.	____	____	____
4.	I know the requirements needed for different careers.	____	____	____
5.	I see a connection between school and my future career.	____	____	____
6.	If I needed information about careers, I know where it would be available.	____	____	____
7.	I know how my school counselor can help me if I needed assistance.	____	____	____
8.	If I had a problem in school, I would talk to my school counselor.	____	____	____
9.	If I had a problem that was not related to school, I would talk to my counselor.	____	____	____
10.	I believe that going to school is important to me.	____	____	____
11.	I plan to get a high school diploma.	____	____	____
12.	I look forward to the future.	____	____	____

APPENDIX B

RECORD OF AT-RISK STUDENTS' DISCIPLINARY INFRACTIONS

Record of At-Risk Students' Disciplinary Infractions

Student #	# Pre-Program	# Post-Program	Student #	# Pre-Program	# Post-Program
1	7	2	32	4	2
2	4	1	33	0	0
3	2	0	34	2	1
4	3	1	35	5	2
5	5	2	36	2	0
6	4	2	37	3	1
7	4	1	38	1	0
8	0	0	39	2	1
9	3	1	40	4	1
10	5	2	41	0	0
11	0	0	42	2	0
12	1	0	43	3	1
13	4	2	44	1	0
14	2	0	45	0	0
15	3	1	46	2	1
16	0	0	47	1	1
17	2	1	48	2	1
18	3	1	49	3	0
19	6	2	50	1	0
20	5	1	51	0	0
21	0	0	52	0	0
22	2	0	53	2	1
23	4	2	54	3	2
24	0	0	55	0	0
25	0	0	56	2	1
26	2	1	57	0	0
27	3	0	58	3	1
28	0	0	59	2	1
29	5	2	60	0	0
30	2	1	61	4	2
31	3	1	62	4	1

APPENDIX C

RECORD OF AT-RISK STUDENTS' ABSENCES

Record of At-Risk Students' Absences

Student #	# Pre-Program	# Post-Program	Student #	# Pre-Program	# Post-Program
1	17	7	32	16	5
2	19	9	33	11	4
3	15	6	34	10	5
4	11	8	35	16	8
5	13	5	36	9	4
6	5	3	37	18	7
7	21	10	38	5	4
8	17	8	39	15	6
9	18	8	40	17	7
10	13	6	41	18	6
11	16	7	42	17	7
12	8	3	43	21	10
13	11	4	44	18	9
14	20	9	45	16	7
15	16	4	46	9	3
16	15	6	47	19	9
17	18	9	48	15	7
18	6	3	49	21	5
19	16	7	50	16	5
20	8	3	51	4	2
21	9	4	52	9	1
22	11	6	53	16	6
23	8	2	54	11	3
24	17	8	55	8	3
25	16	3	56	17	4
26	12	5	57	6	2
27	17	6	58	18	11
28	8	3	59	6	5
29	13	9	60	19	4
30	16	2	61	11	8
31	9	4	62	13	6

APPENDIX D

RECORD OF AT-RISK STUDENTS' SCHOOL ACTIVITIES INVOLVEMENT

Record of At-Risk Students' School Activities Involvement

Student #	Pre-Program	Post-Program	Student #	Pre-Program	Post-Program
1	No	No	32	No	Yes
2	No	Yes	33	No	Yes
3	No	Yes	34	No	Yes
4	No	Yes	35	No	Yes
5	No	Yes	36	Yes	Yes
6	Yes	Yes	37	No	Yes
7	No	No	38	Yes	Yes
8	No	Yes	39	No	Yes
9	No	Yes	40	No	Yes
10	No	Yes	41	No	Yes
11	No	Yes	42	No	Yes
12	Yes	Yes	43	No	No
13	No	Yes	44	No	No
14	No	Yes	45	No	Yes
15	No	Yes	46	No	Yes
16	No	Yes	47	No	Yes
17	No	Yes	48	No	Yes
18	Yes	Yes	49	No	Yes
19	No	Yes	50	No	Yes
20	Yes	Yes	51	Yes	Yes
21	Yes	Yes	52	No	Yes
22	No	Yes	53	No	Yes
23	Yes	Yes	54	No	Yes
24	No	Yes	55	Yes	Yes
25	No	Yes	56	No	Yes
26	No	Yes	57	Yes	Yes
27	No	Yes	58	No	No
28	Yes	Yes	59	Yes	Yes
29	No	Yes	60	No	Yes
30	No	Yes	61	No	Yes
31	Yes	Yes	62	No	Yes